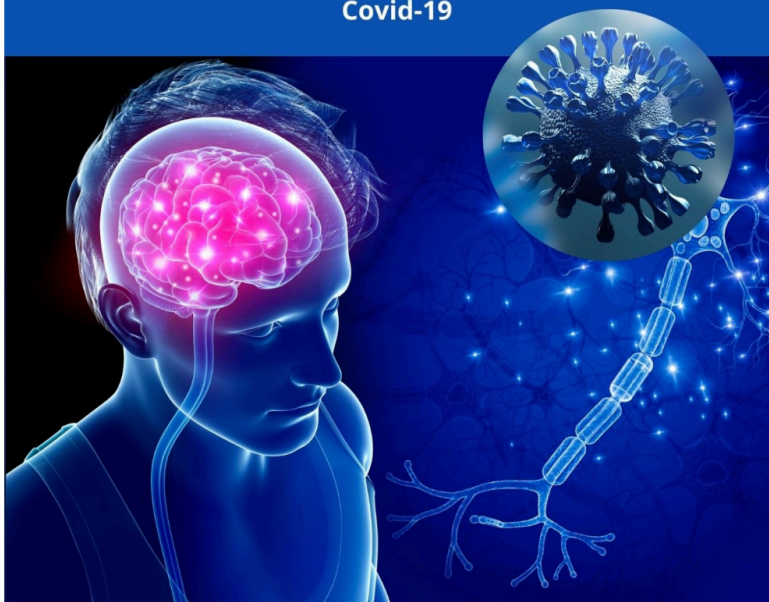


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Stepping Up to Global Challenges (SGC) 2:

Learning English While Fighting the Outbreak of
Covid-19



Funding for the project was obtained via Apoios Especiais do PV, Tipologia: Projetos que se destinem a implementar metodologias de aprendizagem ativa.



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Stepping Up to Global Challenges (SGC) 2: Learning English While Fighting the Outbreak of Covid-19

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The SGC2 team is not responsible for the posters, videos, abstracts and papers compiled in this eBook. The author contributors agree to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

STEPPING UP TO GLOBAL CHALLENGES (SGC) 2

Learning English while fighting the outbreak of Covid-19

Coordenação Editorial

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In this paper I intend to discuss the role of American Spaces/American Corners, in general, and the one I represent, in particular, by referring to the virtual programming and activities developed and conducted during the hard time of lockdowns caused by the Covid-19 pandemic.

American Corners, American Centers, or Binational Centers (depending on the location) – all of them belong to the worldwide “family” of American Spaces Network. With more than 600 locations worldwide American Spaces connect the World with the United States. They are powerful public diplomacy tools that support U.S. foreign policy goals by providing technologically modern places for direct foreign audience engagement.

American Corners (ca.420 in the world and 6 in Poland) are partnerships between Public Affairs Sections of U.S. Embassies and host institutions (mostly public libraries). American Corner Radowo/Poland operates under the patronage of U.S. Embassy in Warsaw and the facility functions within the structures of the Cultural Institution, which gives much more opportunities and independence. I dare to say it is one of very few institutions of international importance and scope in our town.

American Corners, in general, provide access to current and reliable information about the U.S. and exchange programs via book collections, unlimited digital resources, eLibraryUSA databases and the variety of events such as conferences, debates, speaker programs, workshops, film screenings, meetings and exhibits done in cooperation with the Embassy.

Thanks to close cooperation with the Polish - U.S. Fulbright Commission and Education USA Network our Center provides information on many academic, professional and cultural exchanges such as Fulbright programs, International Visitor Leadership Program, and high school exchanges such as the Future Leaders Exchange FLEX Program.

The difficult time of the Covid-19 pandemic, as for many educational institutions, was also a big challenge for us. That, of course, did not stop us from acting and looking for appropriate and effective solutions. It quickly turned out that thanks to online activities, we can reach a wider audience, invite interesting personalities from distant places to share their knowledge and experiences. We were able to offer meaningful workshops, lectures, and training sessions conducted by specialists from American universities or other education institutions, directed both to students and teachers.

Keywords: #American Spaces, #EducationUSA, #Fulbright Commission, #eLibraryUSA, #Exchange programs

Bionote



Urszula Malmon

Urszula Malmon holds a MSc degree in Chemistry. Over the past 10 years she has been cooperating with the U.S. Embassy in Warsaw as coordinator of American Corner and as a manager and adviser of EducationUSA Reference Center. A graduate of an International Visitor Leadership Program (IVLP) in the field of Public Diplomacy sponsored by the US Department of State, a member of the Alumni Association, associating the alumni of American scholarship programs.

Throughout her professional life, she has successfully combined a scientific research background with a passion for English language and culture, and an extensive experience of teaching English to students of all levels, ages and backgrounds. In her current role she acts as a liaison between the public, local government, different public entities, and the US Embassy. She engages a broad spectrum of people providing advice and services via social media or in person contact. She has extensive experience organizing public events and group activities on subjects relating to English language and American life, science, culture and exchange programs.

STORYTELLING AND DIGITAL ART: TOOLS FOR ENHANCING MULTILINGUAL SKILLS

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The JASM (Open window onto the world: foreign languages, multimodal creativity and pedagogical innovation in higher education) project comprised a group of undergraduates, attending the Media Studies Course at the School of Education of Viseu, who made use of photography, digital art and cultural communication, collecting information pertaining to diversified cultural and linguistic contexts of the city (Beira Alta, Portugal), both in French and English, centred on a tradition or ritual of a migrant family.

Storytelling and the creation of short movies about a migrant family's way of life were used as support for an innovative methodology, so as to ensure the acquisition of multilingual skills and the development of plurilingual awareness, towards the reinforcement of the linguistic, aesthetic, emotional and cognitive dimensions of language. Noteworthy is the fact that the target group of students are not likely to receive further language training.

It is not yet clear how teachers can explore multilingual experiences of learners, both in terms of language learning dimensions, but also concerning the multiple cognitive connections, as well as the awareness of language diversity. However, this study allows us to disclose conclusions about our observations, namely the fact that such a methodology requires a creative, collaborative and multilingual work environment.

Keywords: Pedagogical innovation, Higher Education, Project-based learning, foreign languages and linguistic and cultural diversity, multilingual and multimodal artistic creativity

Bionotes of the Speakers

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Susana Relvas



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emphasis on comparative Iberian studies.

To know the remaining members of the JASM team, cf. <https://www.esev.ipv.pt/jasm/?equipa>

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Introduction

The JASM project was designed as a teaching-learning experience in foreign languages (FL) in Higher Education (HE), with undergraduate students from the Media Studies course at the Polytechnic Institute of Viseu, Portugal. Towards a holistic approach, resting upon pedagogical innovation in HE, a combination of several methodologies of active, incorporated and constructivist nature was required, such as project-based learning and research-based learning. Within the aforementioned methodologies the student is placed at the centre of the teaching-learning process, in a multilingual, multicultural and interdisciplinary environment.

In recent decades, HE has faced new challenges due to globalisation, migrations and transits (Piccardo, 2013) as well as the rapid growth of technologies, which demand high levels of competitiveness in the labour market. Therefore, the teaching-learning process requires innovation in its practices, in order to increase student motivation and develop successful strategies, adapted to student goals and needs, in line with the complexity of the real world.

In this new context, the role of the teacher has undergone radical changes, from sage on the stage to guide on the side, promoting exchanges inside and outside the classroom. Following a socio-constructivist approach allows for autonomy in the teaching-learning process, with the student assuming the role of actor in his/her own learning process. In this sense, cooperation is encouraged by having the students carry out integrated tasks adapted to the real-world environment. Moreover, project pedagogy facilitates access to research and promotes lasting knowledge. This new approach implies a progression in the learning activity and improves

student responsibility and motivation.

Towards the achievement of student progress, considering the aforementioned “state of the art”, the JASM project aims at deepening knowledge and developing skills, understanding and accepting attitudes and values, promoting self-confidence and respect for others, stimulating and developing the understanding and acceptance of different socio-cultural universes.

1- Storytelling and digital art: tools for enhancing multilingual skills

According to the Council Recommendation of 22nd May 2018, the European Union identifies eight key skills for lifelong learning, so as to deal with the cultural diversity of today's societies and to promote intercultural exchanges in an increasingly plural and globalised world. This European reference framework secondly highlights the importance of multilingual skills, which “ (...) define the ability to use different languages appropriately and effectively for communication.” (C189 / 8), especially in intense global mobility contexts.

In fact, languages not only define individual identity, but are also part of a common heritage. They link peoples and cultures, promoting mutual understanding and the development of a common feeling of European identity. As Morgado (2019) puts forward:

(...) a language is a culture and [...] one of the key aspects of identity or cultural identification of any individual is the language. To want someone to give up their language, thinking through it or learning through it is equivalent to asking them to give up their culture and a core dimension of their identity. (2019: 20)

Thus, underlying the relevance of the acquisition of multilingual skills is the appreciation of cultural diversity, the interest and curiosity about different languages and the promotion of intercultural communication, all of which lead to positive attitudes, which have become more and more essential since the creation of the single market and the increasing mobility in the European Union, the advent of the knowledge society, emigration and globalisation. In this context, multilingualism has acquired special prominence, in order to allow individuals and companies to take full advantage of the opportunities at hand. Thus, the first decade of this century saw the emergence of an inclusive language learning policy, respecting individual linguistic profiles, with the aim of valuing all languages, including the regional, minority or migrant ones, alongside with the official languages of the different countries.

Therefore, acknowledging that one currently inhabits a globalised world implies knowing how to facilitate a multilingual dialogue and to value it, being aware of the advantages and disadvantages of a lingua franca such as English, which facilitates communication, but limits

plurilingual learning and relies on the use of verbal and non-verbal intercomprehension strategies that allow people to understand one another. Furthermore, it is important to have a critical knowledge of the role of languages and communication also in the educational contexts, trying to develop, within the scope of school practices, not only an intercultural sensitivity, but at the same time an ability for intercultural dialogue and communicative efficacy, both of which favour empathy with those who speak other languages and have different worldviews.

A Curriculum based on multilingualism-inspired pedagogy privileges collaborative work and minimises barriers between languages (Piccardo, 2013: 604). The development of multilingual skills through digital storytelling represents, from this perspective, an asset in language teaching, allowing for the construction of different realities, cultures and meanings.

Indeed, according to Reinders (2011:1), “The power of stories is such that many anthropologists, psychologists, and other scientists see it as being at the core of what makes us human”. On the other hand, Valença and Tostes (2019) stress that telling stories has always been a form of transmission of concepts, values, ideas and images of the world, focussing mainly on human experiences and behaviour. If the mastery of different languages contributes to global communication, storytelling as an educational tool enables one to share experiences that can bring together different cultures.

Digital storytelling is, according to Robin (2006), the combination of storytelling with the use of digital multimedia, such as images, audio, and video. Soundtrack allows for the recording of dialogues and the inclusion of musical moments that give expressiveness to the story which is (being) told. In order to build a narrative combined with a soundtrack, students need to consider different issues, starting off with the acknowledgment of the characters’ point of view, not seldom a corollary of the hardships they have to overcome within the economic and social context which they have no other choice but to adapt to and an understanding of the emotions immigrants not too openly exteriorise. (Robin, 2006). Furthermore, students have the opportunity to express their thoughts, taking advantage of this experience to express their impressions on the story, and the impact it has on them. Storytelling favours, in this sense, the development of linguistic, discursive, strategic, sociolinguistic and intercultural skills. Expressing individual life worlds through narrative forms, multilingual digital storytelling elicits collaborative work and the development of transversal linguistic competences (Anderson, Chung, Macleroy, 2018: 197). Thus, given the cultural authenticity and thematic diversity conveyed by storytelling, it provides learning contexts of an informative / cognitive nature (linguistic and cultural), as well as of a formative / educational one (emotional, social, moral and aesthetic) essential to the holistic well-being of the student.

As a motivating strategy, storytelling contributes to the development of an emotional attachment to the FL, helping the student to overcome difficulties in a constructive way. Storytelling will allow students to consider concepts and values and to express them in a more

student responsibility and motivation.

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As a motivating strategy, storytelling contributes to the development of an emotional attachment to the FL, helping the student to overcome difficulties in a constructive way. Storytelling will allow students to consider concepts and values and to express them in a more

comprehensive way (Reinders, 2011). An additional benefit that digital storytelling offers is the possibility of sharing the results both with other students and teachers, obtaining feedback, not only to show that the point of view is well expressed, but also to ensure the message conveyed has been correctly interpreted by the student (Robin, 2006).

2- Getting to know the JASM project,

As mentioned before, the JASM project involved 20 undergraduate students attending the Media Studies Course at the School of Education of the Polytechnic Institute of Viseu (Portugal). The study plan of the said course includes curricular units within the fields of FL, photography, digital art and intercultural communication. Professional opportunities range from media, media production, organisation and information management, institutional and organisational communication, followed by a detailed study of the most illustrative aspects related to the culture and language of each country. This task allowed for research-based learning, crossing direct observation methods and data resulting from interviews.

In addition to the project, seminars were delivered by an expert in the fields of photography and digital art, to support students' tasks. The first task was carried out at the beginning of the experiment, in order to raise student awareness about the documentary value of photography. The second, put into practice later, focused on the potential of the Korsakow platform, fostering key components such as interdisciplinarity, the hybrid language of digital art and the use of communication technologies.

With regard to the fieldwork, the first task consisted in identifying and locating immigrants representing previously selected nationalities, residing in the city. To this end, social networks helped to exchange information and, in addition, the Local Support Centre for Migrant Integration facilitated some contacts. The purpose of the first contact was to present the project and conduct an interview, thus allowing for the students to rely on their training profile to develop and master professional skills.

In addition, the students created a photographic record with the purpose of documenting important aspects of the interviewees' path, highlighting facets of their personalities. Then, the students recorded the immigrants' life stories in writing. These task results were also discussed in the FL classes and were subject to evaluation.

The last step consisted in choosing a particular object or tradition with significant meaning for the immigrant and illustrative of an aspect of the immigrants' culture. This project stage was recorded using the language of animation films. Digital scenography consisted in the development of a storyboard of fictional stories created by the students. Photographs previously taken were used and further research was carried out to ensure a more reliable illustration of

the fictionalized narratives. As closure to the project, all the material produced, in different media and languages, was organised in the Korsakow system, resulting in a dynamic and interactive documentary, under the direction of a specialist in digital art.

The final results of this research work and the consequent investigative inquiries were fully addressed by the students and presented to the class and the teachers involved, both in French and English. All details of this project are available on the JASM website and displayed on social networks and have been the subject of exhibitions, presentations at events and publication in an e-book.

2.1. Assessment

The constraints resulting from the pandemic which affected the period of implementation of the project required a revision of the outlined methodology. Therefore, assessment was based on a mixed evaluation method, both qualitative and quantitative. Quantitative data were collected at the beginning of the process, using comprehension, oral and written tests. A language level test was applied, in each FL, to the group of students involved (20) and to the rest of the classmates (12). The tests, inspired by the DELF, DALF and TOEFL formats, were developed according to the levels of the Common European Framework of Reference for Languages. Response time was checked for each skill block.

Conclusion

The project allowed for pedagogical innovation in HE in the teaching of FL in bachelor degrees whose predominant training was not aimed at acquiring expertise in a specific FL. Foreign language learning took place on the basis of social, cultural and artistic stimuli and was promoted through content production in the context of linguistic and cultural diversity. It was also intended to encourage good interdisciplinary practices, consolidate knowledge and stimulate know-how in a collaborative and cooperative way, with the intention of strengthening multilingual and multicultural awareness among students, using, for this purpose, varied, creative and multimodal approaches. As a strategy inserted in the scope of communicative paradigms, digital storytelling allows for a reflection on the most appropriate processes for cognition and values the socio-cultural dimension, focusing on individual and collective identity.

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